

Programme 104.†

L₂

(January to March, 1926.
(April to July, 1926, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B *The Bible for the Young*, by Dr. Paterson Smyth :
(a) *Exodus*, lessons 1-8, inclusive (P.N.E.U. Office, 2/-).
(b) *St. Mark's Gospel*, lessons 9-16, inclusive (P.N.E.U. Office, 1/6). [Suitable parts from *Exodus*, chapters 1-12 to verse 39, inclusive, and from *St. Mark's Gospel*, chapters 9-16, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional) : (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *Helps to the Study of the Bible* (Oxford Press, 3/6). (c) *Saint George of England*, by Basil Hood (Harrap, 1/-). (d) (A) *The Red Book of Heroes*, by Mrs. Lang (Longmans, 5/-). (B) *Theras: The Story of an Athenian Boy*, by C. D. Snedeker (Dent, 1/4).

Sunday occupations :

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 104th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Mountagu (Williams & Norgate, 2/-), or, *Lectiones* (Spottiswoode, 1d. each, 1926). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Julius Cæsar*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

- A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Verses in the metre of *Chevy-Chase*.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
A & B Take the P.U.S. Magazine (c/o The Editor, P.U.S. Magazine, P.N.E.U. Office, 2/8 a year), and send a contribution in verse or prose.

English Grammar (See N.B. 3.)

- Parse and point out Subjects, Verbs, Objects, every week, making progress each term.
A Meiklejohn's *Short English Grammar** (2/-), pp. 26-52, 106-113, (for analysis and verse see pp. 141-167), or, *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9), pp. 40-61.
B *The Parts of Speech*,* pp. 3-14.

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 1-6, inclusive, pp. 1-65 (B.C. 55-A.D. 901). Teacher will find useful *Roman Britain*, by R. G. Collingwood (Oxford Press, 2/6).

Take the *Home and Classroom* section of *The Times*: order direct from *Times* Office (6/- yearly).

French History.

- A *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 1-27 (B.C. 58-A.D. 910).
B *Stories from French History*, by E. C. Price (Harrap, 2/6), chapters 1, 2, 3.

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/8), chapter 10. Teacher study preface. British Museum Postcards, Series 38 (direct from British Museum, 1/-). *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 143-176.
Keep a Book of Centuries (P.N.E.U. Office, 1/9, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

- A North's *Plutarch's Lives: Julius Cæsar** (Blackie, 1/-). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 47-81.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography (see N.B. 10).

In all cases "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with map.

- A *Western Europe** (Cambridge Press, 3/6), pp. 14-26, 128-175 (Mediterranean, Spain, Italy). *Our Sea Power*, by H. W. Household (Macmillan, 2/-), pp. 1-23, or *Hakluyt's English Voyages* (Marshall, 3/-), pp. 1-46.
B *The British Isles**¹ (Cambridge Press, 3/6), pp. 19-26, 113-157.
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/-), pp. 244-271. Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

Natural History, etc.

- A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 103-134.
B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6), pp. 134-175, chapters 8 and 9.
A & B (a) *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 185-224: children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. (b) For children who have read *The Sciences, An Introduction to Elementary Botany*,* by C. L. Laurie (Allman, 1/6), chapters 1-5, inclusive.¹ Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*, pp. 54-55). Make special out-door studies for the season, with drawings and notes, e.g., reappearance of animals and insects after winter sleep. *The Changing Year*, by F. M. Haines (Wads-

¹ Overseas members see special leaflet.

worth, 3/-); or, *Countryside Rambles*, by W. S. Furneaux (Philipps, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Turner (P.N.E.U. Office, 2/-). Teacher see notes in the January *Parents' Review*, 1926, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French 2 (see N.B. 3).

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-): teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French. (A), Lessons 16-18, (B), 7-9, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoine (Hachette, 2/6), (A), pp. 40-50; (B), 1-14. Optional, for narration, *Roland et Fleur de Mai** (Blackie, 6d.).

A & B *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.). *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course** (Blackie, 2/6), continuous passages to be followed by narration. Sections 1, 2, 4, 8, 10, 14; 3A, 5A, 8A, 10A, 14A; Vocabs. 1-15. Declension of "hasta" (p. 124). Present Indic. Active of "sum," "amo," "moneo." Second year; *Gradatim** (Longmans, 2/-), Translations 1, 2, 7-10, for narration, with necessary grammar from Dr. Smith's *A First Latin Course** (Murray, 4/-), e.g., sections iv. and v.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 150-166. Revise Tables.

B *A New Junior Arithmetic*,* pp. 67-84, or, continue. Much care with tables and rapid oral work. For teacher's occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-). Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A). (See N.B. 3).

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-13; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 1-4, 7, 13-15. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

² Schools may substitute Irish or Welsh.

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

(a) Twigs with leaf buds, (b) common objects, (c) knights on horseback, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Exodus* 3, and from *St. Mark's Gospel*, (b) Psalm 33, (c) one hymn, and one of the following:—(d) a scene from Shakespeare's *Julius Cæsar*, or, fifty lines from (e) *Lyra Heroica** (Macmillan, 3/6), (*Horatius*), or, (B) from *Open Sesame*, Part III., poems collected by J. Compton (Methuen, 8d.).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Julius Cæsar** (Blackie; Plaintext Edition, 6d.), Kipling's *Puck of Pook's Hill* (Macmillan, 6/-), or *Edwy the Fair*, by A. D. Crake (Longmans, 3/6).

A Malory's *The Coming of Arthur** (Blackie, 1/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 216-248.

B *The Adventures of Beowulf*, trans. by C. L. Thomson (Marshall, 1/9). *The Heroes of Asgard** (Macmillan, 4/6), pp. 263-313.

Musical Appreciation.

Schumann, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music in *The Term's Music*.

Singing. (See Programme of Music.)

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). Unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.), see *Parents' Review*, January, 1926. Three French songs; *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 23-26, inclusive (Curwen & Son, 2/6); *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 42, 44 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharpe, Set 1 (Novello, 1/-). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Skipping. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) Make plaster casts from linoleum blocks (Dryad leaflet No. 34, 6d.) Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N.B. 2.—Each child should have a copy of all books, etc. marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (5/6), *School Education* (5/-), *An Essay towards a Philosophy of Education* (10/6), by C. M. Mason (P.N.E.U. Office).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/3, metal, 9d.), Book Plates (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (see Jan. P.R.).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools which have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 9.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 10.—During the revision of the *Ambleside Geography Books*, alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book III., *The Counties of England*: (A), pp. 83-122; (B), pp. 199-240.

N.B. 11.—All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Give some account of the education of Moses.
2. (a), "Who made thee a prince and a judge over us?"
(b), "I am hath sent me unto you." (c), "Let my people go." (d), "I will cause it to rain a very grievous hail." On what occasions were these words used? Tell the whole story in two cases.
A 3. "God hardened Pharaoh's heart." Explain. What lessons may we learn?
II. A & B 1. (a), "All things are possible to him that believeth." (b), "Bring Me a penny." (c), ~~It is I.~~ Is it? (d), "And when he thought thereon he wept." On what occasions were these words used? Tell the whole story in two cases.
2. Give a short account of what happened after the Resurrection.
A 3. What teaching did our Lord give His disciples on (a), the snare of riches, (b), true greatness?

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

- A The Fairyland of Science: verse on page 201.
B Stories from the History of Rome: p. 187, "There too . . . streets."

"Life & her Children"

Composition.

1. A short account, in prose, or verse (which must scan), of one of the following:—St. George, Merlin, Beowulf, Achilles, Svartheim, “Clouds driven before the wind.”
2. Narrate a scene from *Julius Cæsar* in which Cassius appears.

English Grammar.

- A 1. Analyse, parsing the words in italics,—

“In a palace of pearl and seaweed,
Set round with shining shells,
Under the deeps of the ocean,
The little sea princess dwells.
Out in the stable her sea-horse
Champs in his crystal stall,
And fishes with scales that glisten
Come leaping forth at her call.”

(Meiklejohn)

2. How many kinds of adverbs are there? Make sentences to show the questions that adverbs answer.
3. Use the following words in sentences (a), as adjectives, or, (Household)
(b), as adverbs,—*above, any, enough, hard, next.*
2. Make six sentences to show how parts of the verb infinite can be used (a), as verbal nouns, (b), as verbal adjectives.
3. Give examples, in sentences, of four verbs which take two objects. Name each object.
- B 1. Pick out Subjects and Predicates in verses above. Say all you can about three nouns and three verbs.
2. Name and give, in sentences, the nine tenses of the English verb.

English History.

- A & B 1. What do Cæsar and Tacitus tell us about the early Britons?
2. What do you know of two of the following,—(a), the coming of the Saxons, (b), Paulinus and the conversion of Northumbria, (c), the education of King Alfred.
- A 3. Give some account, with dates, of Offa and the rise of the West Saxons.

French History.

- A 1. Give a short account of Clovis, the Merovingian King.
2. Describe the Siege of Paris by the Northmen.
- B 1. Tell one story each about (a), St. Geneviève, (b), Roland.

General History.

- A 1. What do you know about (a), the duties of an Athenian citizen and the Assembly of the People, or, (b), Philip of Macedonia?
2. What history may we learn from the tablets left by Hammurabi?

Citizenship.

- A 1. It is said that Cæsar travelled continually and with great speed, and made little account of his diet. Tell two stories to illustrate this.
2. (a), “I had rather be the chieftest man here, than the second person in Rome.” (b), “Fear not, for thou hast Cæsar and his fortune with thee.” On what occasions were these words used? Describe one of them.
3. Explain, “The King, Lords and Commons together make the laws by which we are governed.”

- B 1. Tell how the men of Falerii made peace with Camillus.

Geography.

- A 1. Describe (a), the climate of the Mediterranean region, and, (b), a journey from Gibraltar to Port Said,
- or, 1. Draw a rough sketch map of Shropshire, putting in the physical features and chief towns. Describe (a), the Vale of Evesham, (b), the Severn Valley.
2. Write a short account of (a), the first explorers, or, (b), the discovery of Madeira.
3. Mention three of the great trade routes of the Empire. How do we defend each?
- B 1. Describe (a) a journey down the Clyde from Glasgow to Greenock, (b), the city of Edinburgh,
- or, 1. Describe (a), a visit to London, (b), Land's End and the Lizard, or, (overseas children) describe a visit to (a), Bagdad, (b), Damascus. Show with a rough sketch map where these cities are.
2. At what places could a damaged ship take refuge during a voyage from England to Hong Kong? Say where each place is situated.

Natural History.

- A 1. Describe (a), the nautilus, distinguishing it from the octopus and the cuttle, (b), the habits and formation of a periwinkle, distinguishing it from a whelk.
2. Explain, with a diagram, (a), the formation of an iceberg, (b), the building of a volcano,
- or, 2. Describe, with drawings, three kinds of underground stem.
- A & B 3. Give two special observations you have been able to make this term out of doors.
- B 1. How are coral reefs made? Describe a coral island.
2. Describe (a), the bottom of the sea, (b), how a drop of water gets from the mountains to the sea.

Picture Study.

Describe "Petworth Park," by Turner.

French.

- A 1. Narrate briefly, in French, "Ma première Traversée," or, "La Vengeance d'un Éléphant."
2. Use in French sentences the following personal pronouns,—him, us, me, them; la, leur, y, elles, as direct or indirect objects,
- or, 2. Write down the 2nd person singular and plural Imperfect Indicative of each verb on page 42 (Thémoin).
- B 1. Describe, in French, (a), the picture on page 27 (Siepmann), or, (b), how the maid lays the table for dinner (Thémoin).
2. Make six French sentences about "L'Aumône," or, *Le Bois*,

Latin.

1st year. (Scott and Jones.)

1. Write with meanings the declension of "porta."
2. (a), Translate the first 7 lines of § 14, (b), write narration.
3. Put into Latin,—(1) The roads are broad. (2) We are angry. (3) The number of good shields is small. (4) The farmer's spear is long.

2nd year.

1. Decline with meanings "vir."
2. (a), Translate *Gradatim*, § 7, (b), write narration.
3. Put into Latin,—(1), The queens have crowns. (2), The sons of the farmers are sailors. (3), The slave's master has gardens and roses. (4), Friends give the poet books.

Arithmetic.

- A 1. If oranges are bought at 7d. for 6 and sold at 1½d. each, what is gained on 12 dozen?
2. A man walked a certain distance in 3 hours. How long would a cyclist, going three times as fast, take to go twice as far?
3. Take $\frac{5}{8}$ of £3 : 6 : 8 from $\frac{3}{7}$ of £7 : 7 : 0.
- B 1. We put a row of dominoes end to end along the edge of a table. It took 54 to go along the whole edge. Each domino was 67 inch long. How long was the table?
2. How many toys worth 45 cents each could be bought for 9 dollars?
3. Express (a), £13.665 in £ s. d., (b), £3 : 14 : 2½ as the decimal of £1.

Geometry.

- A 1. Draw a line 3 inches long. Find with your compasses a point that is 2½ inches from either end. How many such points can you find?

2. Make a diagram of a clock-face. Through how many degrees does the minute hand move in 5 minutes, in $7\frac{1}{2}$ minutes? If it moves through 126° how long has it taken?

or, Algebra.

- A 1. If $a=2$, $b=5$, $c=7$, $x=3$, find the value of: $\frac{21abc}{14bx}$
2. How old will a boy be in 3 years if he was y years old 2 years ago?

Drawing (with brush and in colour).

1. Some twigs with leaf-buds and catkins.
2. Illustrate "The north wind doth blow."

Musical Appreciation.

What music by Schumann have you heard this term?
Describe one of his songs, or, a piece for the piano.

Recitations.*

Father to choose a hymn, a poem, or, a scene from *Julius Caesar*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 22nd. Papers to be posted on Saturday, the 27th, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the

papers for each child are not fastened together, (*c*), the name of the *member* does not appear, or (*d*), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.